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AUTHOR Bardelas, Roberto, Comp.
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ABSTRACT

Designed to provide secondary migrant educators in Oregon with access to model secondary programs for migrant students, this manual describes programs that offer diverse ways to deal with the special circumstances of migrant students. The Secondary Credit Exchange Program transfers credits to the migrant student's home school at the end of each term. The Experience-Based Career Education Program provides students with a fully accredited education that emphasizes basic skills as well as career development. The Portable Assisted Study Sequence Program is a California correspondence program for potential high school dropouts. The High School Equivalency Program is an alternative migrant educational program for persons 17 years or older who have not completed a high school education. Learning House is for students who have been unable to function effectively in the traditional school setting. The purpose of Northwest Chicano Health is to enhance the quality of health care for the Chicano community. Foxfire is a cultural heritage journalism project which uses the community as the source of subject matter and experiences. The Youth Employment and Training Program meets career development and employment needs of farmworker youth. Job Corps helps young people who are out of school, unemployed, or underemployed to obtain job skills training. The Upward Bound Program helps students from low-income families to develop academic skills for completion of high school and encourages post-high school training. The manual lists resource persons for each program. (CM)

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P.A.S.S. PROGRAM

(Portable Assisted Study Sequence)

SECONDARY EDUCATION PROGRAMS

FOR

MIGRANT STUDENTS

RC 012 517

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A MANUAL ON SECONDARY EDUCATION PROGRAMS FOR MIGRANT STUDENTS

Compiled and Edited

by

Roberto Bardelas

for

Migrant Education Service Center

November 1980

Funded by

Oregon E.S.E.A.

Title 1-M Program

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Thanks are extended to the Oregon Migrant Education Service Center for use of its facilities and resources.

Special thanks and credits are expressed to Merced Flores, Secondary Curriculum Specialist, for having conceived the idea for the manual, and for providing technical assistance and moral support.

INTRODUCTION

This manual grew out of the need for secondary migrant educators in the state of Oregon to have access to model secondary programs that would help them to better serve the local migrant students.

The manual is not intended to be all-inclusive of the programs available, but a display of those programs that at this time seem to be promising and effective in serving the migrant secondary student.

Out of concern over a high nationwide dropout rate among migrant students, migrant educators are launching an extensive effort to minimize this condition. High school completion is still the goal for secondary students to achieve; however, in cases where local conditions and special circumstances prevent implementation of in-school programs, it is then advisable to look for alternative ways to serve the migrant student.

The programs described in this manual offer diverse ways to deal with the special circumstances of migrant students. Some of the programs are not specifically designed with the migrant student in mind, but because of their unique ways of serving the disadvantaged youth, these programs are worth noting.

USES OF THE MANUAL

The following is a summary and updating of how some of the programs included in this manual are in use insofar as migrant students are concerned. Hopefully, this will serve as a foundation for more growth to occur.

The Secondary Credit Exchange Program, a National Diffusion Network exemplary program, has been implemented at the Hillsboro High School District summer migrant program, serving Washington County. The Hillsboro program closely adheres to the model of the Washington/Texas program, and now operates as part of the National Secondary Credit Exchange Program.

Other areas where credit has been earned by students that have participated in summer migrant programs are Dayton, Oregon and Nyssa, Oregon. Although not part of the Secondary Credit Exchange Program, students in these programs have earned local credit or have had credits transferred from the summer program to their home base schools.

The Experience-Based Career Education, and the Portable Assisted Study Sequence, are being demonstrated as programs that would provide needed alternatives for interstate migrant students. Demonstrations may be requested from the respective program, and arrangements made for awareness sessions.

The High School Equivalency Program, now under the Migrant Branch, U.S. Office of Education, will continue to work closely with other migrant education programs in order to better serve the high school dropout migrant population. Efforts in utlizing the Migrant Student Record Transfer System to identify students out of school, have taken place by the HEP Program at the University of Oregon and the Migrant Education Service Center in Salem, Oregon.

The Oregon Human Development Corporation operates in-school and out-of-school programs in high schools in various areas of the state. OHDC also works with other programs such as the HEP Program in the recruitment and placement of migrant students. The HEP Program also works with the Job Corps in placing students in job training and apprenticeship programs.

The Marion Learning Center, a migrant program serving the in-school and out-of-school migrant population in Marion County, based its design following the model provided by Learning House, in The Dalles, Oregon. In addition, The Marion Learning Center is also including a Foxfire Project as part of its learning center activities.

Upward Bound programs are available for migrant student participation. The Upward Bound program at Oregon State University has worked with the Marion County migrant program home school counselors in identifying participants from the migrant population for that program.

It is hoped that the information provided in this manual is of use to you. Additionally, it is hoped that the information contained herein will be expanded and updated by those using the manual, and that a longer, more comprehensive tool will evolve.

The idea of this instrument serving as a manual is emphasized in order to encourage its use whenever applicable and not have it become a mere listing of programs.

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SECONDARY CREDIT EXCHANGE PROGRAM

David Randall
Secondary Credit Exchange
PO Box 719
Sunnyside, Washington 98944
(509) 837-4344

Henry Weins, Program Director
Hillsboro Union High School District
645 NE Lincoln
Hillsboro, Oregon 97123
(503) 648-8561, Ext. 238

Dennis Savage
Malheur Area Secondary Night School
Nyssa High School
Nyssa, Oregon 97913
(503) 372-2287
881-1351

Jesus Vela, Coordinator
Texas Inter/Intrastate Programs
903 N "I" Road
Pharr, Texas 78577
(512) 787-9994

SECONDARY CREDIT EXCHANGE PROGRAM

The Secondary Credit Exchange Program allows high school age migrant students to keep up with their education by attending late afternoon or night classes as they follow the crops from state to state with their families.

The program was developed in 1970 when a second grade teacher in a local school district in Washington became aware that older brothers and sisters of some of her migrant students could not be enrolled in school because economic necessity demanded their presence in the fields. This teacher offered to tutor these students on her own time if her principal could arrange for the students' home schools to grant credit for work done in Washington. The home schools in Texas agreed to honor the same course of study via the tutoring program, and when the students returned to Texas in the fall, their academic years had been completed and their progress was found to be satisfactory.

The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they followed at their home-base school. They are given individualized and small-group instruction and complete their course of study in the receiving school. Upon completion of the term, their credits are transferred to the home school on an official high school transcript.

Certificated staff are hired and the content of the work at the credit exchange school is identical to the work at the home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate with their classmates who do not migrate.

The Secondary Credit Exchange Program has four goals:

1. To identify students who will migrate interstate during the school year.

2. To develop a collaborative arrangement between home and exchange schools regarding credits, validation, and transfer.

3. To provide direct assistance to the exchange schools in the direct recruitment of migrant students and in the implementation of the alternative/continuation school program.

4. To provide assistance in the evaluation of the program's effectiveness.

The migrant situation imposes three general educational problems upon students at the secondary level:

1. Migrant families move often during the growing and harvest seasons, and the average length of enrollment of migrant students in any one school is eleven weeks. Because partially completed classes don't count toward graduation, migrant students have difficulty satisfying proper credit requirements for graduation.

2. Graduation requirements differ from state to state; since migrants very often cross state lines to live and work, students have difficulty satisfying diverse requirements.

3. Only 11 percent of all migrant young people enter high school, and it is known that a large number of potential students are not being educated at the secondary level.

The Secondary Credit Exchange Program is an alternative system that addresses these three general problems of migrant students.

The project is funded by USOE ESEA Title 1 (Migrant) and is also a National Diffusion Network Developer/Demonstrator project. Funds are available to assist school districts in other states to organize credit exchange programs.

Currently, Secondary Credit Exchange Programs exist nationwide, with variations occurring depending on local and state requirements, as well as migration patterns.

EXPERIENCE-BASED CAREER EDUCATION

Larry McClure, Director
Rosalind Hamar
Education and Work Program
Northwest Regional Education Laboratory
710 SW Second Avenue
Portland, Oregon 97204
(503) 248-6891
248-6865

EBCE

EDUCATION AND WORK PROGRAM - NORTHWEST REGIONAL EDUCATIONAL LABORATORY

Experience Based Career Education (EBCE) provides students with a comprehensive, fully accredited education that emphasizes basic skills as well as career development. EBCE students spend a major portion of their time on learning projects in the community.

Students are guided in their learning by ongoing relationships with working adults in laboratories, offices, factories, shops, hospitals, schools, courtrooms, studios--wherever careers are practiced. Subjects needed for graduation are learned as much as possible through individualized projects, planned for each student in the context of working life in the community.

CHARACTERISTICS OF EBCE

* EBCE is individualized and personalized

  EBCE places responsibility for learning directly with the student and students are accountable for their own behavior and progress in the program. Students are constantly matching facts about themselves with their interests and perceived goals.

* EBCE is community-based

  Student learning activities are derived from the career activities of adults in the community. Community participants serve as instructors, counselors and evaluators of student learning.

* EBCE is experience-based and performance-based

  The program's curriculum synthesizes realistic community experiences into a carefully planned learning program for each student. This approach emphasizes student use of primary sources for learning and hinges on a detailed analysis of each workplace for the skills that are applied there. Student outcomes are measured primarily by performance. Grades are de-emphasized in favor of records that indicate actual accomplishment.

* EBCE has a comprehensive and integrated curriculum

  The curriculum includes experiences in Basic Skills, Life Skills and Career Development and there are identified competencies or coping skills required of each student. Program completion requirements are different from but equal to standard high school requirements and students have opportunities to see how knowledge is integrated when applied in real situations.

* EBCE emphasizes career development

  As a prelude to lifelong learning and career development, EBCE students are encouraged to explore and learn a variety of community and employer sites. Through concentrated, in-depth investigation of selected career sites, EBCE students discover that there are many alternatives open to them.

CONTENT AREAS

LIFE SKILLS

- Creative Development
- Critical Thinking
- Functional Citizenship
- Personal/Social Development
- Science
- Competencies

BASIC SKILLS

- Listening/Speaking
- Mathematics
- Reading
- Writing

CAREER DEVELOPMENT

- Career Knowledge
- Employability Skills
- Identifying Career Interests
- Understanding Work

The student's learning is carefully interwoven so that Life Skills activities involve practice in Basic Skills and help place Career Development experiences in perspective.

NEGOTIATING THE LEARNING PARTNERSHIP

Students themselves choose how they learn in EBCE. They "negotiate" individual goals and courses of action (called learning plans) with EBCE staff to satisfy their interests and meet program expectations.

While students negotiate what they will learn, they also negotiate how they will use individual EBCE "learning strategies":

* Projects
* Career explorations
* Learning levels
* Skill building levels
* Special placements
* Competency certification
* Student journals
* Employer seminars

All the strategies combine experiences in Life Skills, Basic Skills and Career Development. They reflect the EBCE concept that learning is a process of integrating knowledge and experiences from many areas. They also encourage students to see education as an ongoing and lifetime process and require students to become self-directed learners.

ADAPTATIONS OF EBCE

EBCE is being used to meet various students needs nationwide:

* Disadvantaged Youth
* Migrant Students
* Adults
* Gifted and Talented
* Handicapped

The Northwest Regional Educational Laboratory's Education and Work Program has designed materials, information sessions and training workshops to help people find out more about EBCE and to assist them in making it work in local settings.

PORTABLE ASSISTED STUDY SEQUENCE

Jane E. Prueitt-Foshee, Coordinator
P.A.S.S. Program
Parlier High School
601 Third Street
Parlier, California 93648
(249) 646-3255
(209) 646-3521

P.A.S.S. PROGRAM

The Portable Assisted Study Sequence (P.A.S.S.) Program is a statewide, California, high school correspondence program for migrant students in grades 9-12 who are potential high school dropouts.

The P.A.S.S. Program is centered at Parlier High School and is designed to provide correspondence course work whereby migrant students throughout the state of California can receive credits toward graduation requirements.

The P.A.S.S. Program is part of the California Master Plan for Migrant Education and serves as a major component of the Secondary School Dropout Prevention Program under the Master Plan. The three major components under the Dropout Prevention Program are:

1. Counseling services support

2. Workstudy support

3. Credit accumulation support (maintained by the P.A.S.S. Program)

The mission and goals of the P.A.S.S. Program are:

* To prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation.

* To provide portable learning packages adapted for migrant student use with which students can proceed at their own pace.

* To provide competency based credits for skills, interests, and educationally related life experiences.

* To supplement the regular instruction for targeted migrant students at any secondary level school in California.

* To utilize existing counseling and tutorial support through regular migrant education personnel and the California Mini-Corps to accomplish the goals of the P.A.S.S. Program.

The P.A.S.S. Program is an adjunct program to regular high school programs and as such, allows students to be eligible for course work in a regular high school while at the same time participate in P.A.S.S. courses. This allows students to continue work on P.A.S.S. courses through the Parlier High School Program and accumlate credits as they migrate through the state.

The actual course work prepared by P.A.S.S. Program staff is from the Parlier Unified School District's approved and accredited curriculum. Each course is divided into a number of instructional packages which allows students to receive either partial credit or full credit depending upon the number of packaged units completed. If all units of a course are completed, full credit is granted.

The system whereby students are entered into the P.A.S.S. Program and receive course credit is as follows:

1. A contact person from a local site identifies a migrant student to be served by the P.A.S.S. Program and requests enrollment and student learning plan forms.

2. The contact person then sends completed enrollment and student learning plan forms along with the student national identification number (MSRTS) to P.A.S.S. Program offices in Parlier.

3. P.A.S.S. Program then processes forms, establishes a student file, and forwards the learning plan to a P.A.S.S. Program counselor.

4. The P.A.S.S. Program counselor then investigates the applicability of P.A.S.S. credits then toward graduation.

5. The P.A.S.S. Program counselor would then forward the requested courses to the local contact person.

6. Upon receipt of the course work packet, the local contact person administers the course to the student and monitors progress. The local contact person is also responsible for arranging local tutoring if necessary.

7. As a student completes unit work in a course, the local contact person administers a unit test to the student and then forwards the test to P.A.S.S. Program offices in Parlier for scoring.

8. P.A.S.S. Program personnel score the test and return the results back to the contact person for review with the student.

9. When all units of a course are completed, transcripts are sent from the P.A.S.S. Program offices to the student's high school and to the student's parents.

HIGH SCHOOL EQUIVALENCY PROGRAM

Carolina M. Murillo, Director
Roberto Bardelas, Associate Director
HEP
270 Emerald Hall
University of Oregon
Eugene, Oregon 97403
(503) 686-3531

HEP

The High School Equivalency Program (HEP), a federally funded program, is sponsored by the University of Oregon. It is an alternative migrant educational program for men and women 17 years or older who have not completed a high school education but have a strong desire to do so.

The HEP students are enrolled as university students and may participate in all university functions and activities. They are housed on campus where the students live and eat in modern dorms.

In order to qualify for HEP, a person must be:

* 17 to 24 years of age (exceptions with permission)
* A migrant or seasonal farm worker
* A legal resident of the United States
* At or below Department of Labor guidelines
* If 17, attendance release from school
* Have not completed a high school diploma

The following services are available to HEP students:

- A thorough orientation to the HEP Program, campus, and community
- A personalized staff advisor
- Individual tutoring
- Interdisciplinary educational projects
- Personal and vocational counseling
- Recreational and social activities
- Group sessions covering decision making, coping skills, problem solving, communications, and social adjustment
- Cultural awareness activities
- Medical and dental care and weekly stipend
- Bus transportation to and from university

LEARNING HOUSE

Lee Wagner, Director
Learning House Tutorial Center
119 East 2nd
The Dalles, Oregon
(503) 298-8548

Learning House Model Program
Bob Salazar
Learning Center
300 Young Street
Woodburn, Oregon 97071
(503) 981-5246

LEARNING HOUSE

Learning House is a Title I and School District 12 alternative education program in The Dalles, Oregon.

Students attending Learning House do so because they have not been able to function effectively in the traditional school setting. About half of the normal enrollment of 75 students attend a regular program on a part-time basis. Others coordinate their Learning House schedule with working and other responsibilities.

Students are referred to Learning House by school counselors, classroom teachers, and friends. Any student who has reached the seventh grade, but has not graduated from high school is eligible for enrollment.

ATTENDANCE POLICY

* Enrollment in the program is on a voluntary basis
* The student must accept the responsibility for regular attendance
* A student is dropped after 10 days of consecutive absence
* Students may re-enroll
* Students generally attend for two hours per day, though students do attend from one to four hours per day in particular cases

THE CONTRACT

The contract is the core of the Learning House instructional program. It is a weekly statement of goals, a schedule of activities, and a means of reporting student progress.

At the time of enrollment, a student and staff person select materials based on the student's abilities, goals, interests, and learning style. The academic goals and work to be done during the week are noted on the contract, as well as the times of attendance, and agreement to the Basic Behavioral Rule (Act at all times in a manner which represents the best in me and which does not infringe on the rights of others or endanger the reputation of Learning House). Other sections of the contract ask the student to write in a journal, and make a contribution of a helpful activity to the school.

At the end of each weekly contract period, the student and a staff person evaluate the student's progress for the week. Each contract area is recorded as "met," or "not met," or "exceeded." A new contract is then negotiated for the following week. Each contract sheet is a self-carbon, with one copy going into the student's contract folder and the other being the student's copy.

INSTRUCTION

All instruction is individualized. Students work on their own material, at their own rate, according to their own ability. Staff members are constantly circulating around the study rooms helping students with their material. The teacher may also schedule regular times with a student for specific instruction.

CREDIT

Learning House is not a separately accredited school, and therefore does not grant credit directly. However, schools which the student normally attends feel that students should be awarded credit for work accomplished in the program. Learning House can assist the student in obtaining credit in the following ways:

* Tutor students on material supplied by the regular classroom teacher or from supplementary material from the program, with the goal of assisting the student to pass a class, or classes in which the student is enrolled in the regular school. The student receives a grade and credit from the regular classroom teacher.

* At the end of each grading period, the staff prepares an Instructional Program Summary for each student. This is a listing of the student's accomplishments for the period, including days and hours attended, work accomplished, test scores and other information which can be used to assist the regular school in evaluating the student's progress. The director then meets with the school counselor and discusses the amount of credit to be awarded. Credit awarded is entered on the transcript. There is no grade given.

SUPPORT SERVICES

A variety of student support services are available through Learning House. The staff/consultant provides individual and group counseling, biofeedback and relaxation training, vocational guidance, and some testing as an aid to increase self-understanding.

In addition, liaison between the Learning House and the various social service agencies has been established in order to coordinate referral services available to students and as a means to facilitate referrals for services.

Social service agencies involved in the liaison include: Public Health, Mental Health (Center for Living), Children's Services Division, Vocational Rehabilitation, Juvenile Department, and others.

Consultation is available for parents from the involved staff members concerning the progress and difficulties of their child. The counselor/consultant also provides family counseling for those parents and students who are experiencing difficulties in their relationships. If a particular service is required by parents which is not available through Learning House, the staff will provide appropriate referral information.

GED

Some of the Learning House students choose to use their improved basic skills to take the GED exam.

PHILOSOPHY

As part of their basic educational philosophy the staff at Learning House believes:

* Each student deserves an educational environment which provides a sense of security, a feeling of acceptance, and the opportunity for success.

* Each student deserves the opportunity to participate in the decision making process of planning their educational program.

* Each student should be allowed to make mistakes, and be encouraged to learn from those experiences.

* Each staff member is available to the student as a many-faceted resource person as well as tutor and friend.

It is believed that if the above conditions are met, the student will experience academic progress as well as growth as a responsible human being.

NORTHWEST CHICANO HEALTH

Viviana V. Bailey, Project Director
Northwest Chicano Health
909 NE 43rd Street, Suite 208
Seattle, Washington 98105
(206) 633-1101

NORTHWEST CHICANO HEALTH

Northwest Chicano Health (NWCH) is a community based organization that serves the Chicano communities in Idaho, Oregon and Washington. Its major goal is to enhance the quality of health care for the Chicano community.

The Health Careers Opportunity Program (HCOP) is one program in the organization which seeks to increase the numbers of health professionals in the Northwest. This program has been in existence since July 1977.

Some of the services that are offered high school and college undergraduate students include:

* HOTLINE To students interested in a particular school or career, NWCH provides information on what is available and refers students to contacts who can facilitate the application process. Call (206) 633-1101 COLLECT.

* SU VOZ EN SALUD This is a newsletter written by NWCH which keeps the community aware of current health issues in the Northwest. A special section of the newsletter which is dedicated to students, includes:

  - A description of a different health career in each issue
  - Interviews of Chicano health students and professionals
  - Information on current events

Copies of Su Voz en Salud are available at the counselor's office in local high schools, Chicano community agencies, universities and colleges and clinics.

* HEALTH CAREER WORKSHOPS Viviana Bailey, Project Director, has been presenting workshops on health careers at high schools in Idaho, Oregon and Washington. The schedule of the visits is posted in Su Voz en Salud.

* VERANO EN SALUD SUMMER PROGRAM

  - Seniors in high schools from Idaho, Oregon and Washington are given a in-depth orientation of health careers, classes are taught to improve their basic skills or introduce them to new courses in math, English, chemistry and biology. An internship at a health care facility takes place.

- Undergraduate students who are attending colleges or universities throughout the Northwest, and are following a health science track, are given the opportunity to improve their performance in science courses. College credit is given for one science course taken through the University of Washington. An internship section is also planned.

The Summer Program is based in Seattle, Washington, at the University of Washington campus. All expenses, including transportation, are provided by the NWCH.

* TUTORIAL SERVICE A limited number of funds are available to provide individual tutoring sessions for Health Science students.

* NWCH STUDENT CHAPTER A regional Student Chapter is in the process of being organized as a method of establishing communication between Chicano health science students in colleges and universities in the Northwest.

* MCAT AND DAT EXAM PREPARATORY SEMINARS In preparation for professional school entrance exams, the HCOP conducts seminars to acquaint and assist Chicano students who are planning to take these exams.

FOXFIRE

Bob Palmateer
Institutional Development and
Economic Affairs Service, Inc.
(IDEAS)
364 W. Casey Street
Roseburg, Oregon 97470
(503) 672-9642

FOXFIRE

Foxfire is a cultural heritage journalism project which uses the community as the source of subject matter and experiences.

Foxfire grew out of the need of a high school teacher in Rabun Gap, Georgia, to motivate and create interest in student writing. It has become a widespread process of experiential learning.

In carrying out his or her job assignments in interviewing adults in their own community, participating students come face-to-face with the implications of the workaday world of jobs, careers, occupations, successes and failures, and mid-life career changes. This reality is related to them by ordinary people whose self-identities are most often tied to the ways in which they have made a living all of their working lives.

Using the classroom as a springboard, students carry out the interviews during school hours and receive academic credit for the work they undertake in their own communities. Using tape recorders, cameras, and their growing writing skills, they record on tape and film the lives and experiences of community residents.

Teams of students interview various subjects of their own choosing, then return to school where they develop the film, transcribe the tapes, write articles and publish the results. The publications, as a natural by-product of their learning experiences provide continuity for the learner-centered activities from one year to the next.

Exposure and participation in this type of experiential learning represents a powerful motivating device for young people to learn a wide variety of disciplines and skills they can put to practical use during all of their working years. These include the acquisition of insights and capabilities which are transferable, marketable, and usable during a lifetime of learning, including English language usage, editing, photography, graphics, darkroom, typing, transcription, layout, design, organization, interpersonal teamwork skills, story writing, and public relations.

Designed to assist groups of young people in discovering and preserving their cultural heritage, Foxfire also demonstrates the applicability of scholastic work to everyday living, and increases the students' understanding of career and vocational options potentially available to them in the future.

OREGON HUMAN DEVELOPMENT CORPORATION

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Candido Morales, Program Manager
OHDC
P.O. Box 23937
11654 Southwest Pacific Highway, Suite #12
Tigard, Oregon 97223
(503) 620-9317

OREGON HUMAN DEVELOPMENT CORPORATION

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Oregon Human Development Corporation (OHDC) operates a Youth Employment and Training Program (YETP) in coordination with the CETA 303 program. The intent of this program is to be responsive to the career development and employment needs of farmworker youth in Oregon.

High school students are provided In-School training activities via YETP. CETA 303 and YETP jointly provide transitional high school graduates and terminal dropout youth with Out-of-School training activities as those farmworker youth 18 and over are concurrently enrolled in both YETP and CETA 303.

The basic premise of the program is that structured and sequenced activities that are career development oriented will generate long-term career employment advancement for farmworker youth. The program addresses the career development needs of farmworker youth by offering similar, yet distinct, activity components for in-school and out-of-school youth.

CAREER DEVELOPMENT SEQUENCE MODEL This model combines Career Exploration and Career Employment Experience with supplemental activities and services:

* English as a Second Language instruction * Tutoring
* Staff and peer counseling * Career orientation * Industrial tours * Recreational activities * Leadership training
* Academic credit for YETP activities * Resume writing
* Grade point average and attendance improvement drives
* Job seeking skills workshops * Transportation to work sites
* Child care * Health/Medical services

The Career Development Sequence Model is designed to orient, develop, train, and motivate farmworker youth for long-term employment opportunities over an extended period of time. Farmworker youth are recruited as early as their sophomore year of high school and may continue in the program until graduation. At each grade level the Career Development Activities will be stepped-up and intensified. Upon graduation, farmworker youth will transition from school into the following options:

COLLEGE CLASSROOM TRAINING ON THE JOB TRAINING

WORK EXPERIENCE EMPLOYMENT

ACTIVITIES AND THE ACQUISITION OF COMPETENCIES

Program activities are designed to develop a basic set of competencies which will provide a solid foundation for career development. These competencies are:

* The ability to develop a career plan
* The ability to master basic educational and vocational skills
* The ability to learn coping skills, many of which deal with improve self-image
* The ability to learn job seeking skills
* The ability to master work and job retention skills

JOB CORPS

Job Corps
U.S. Department of Labor
Employment and Training Adm.
Room 1145, Federal Office Building
909 First Avenue
Seattle, Washington 98174

Phil Rilatos, Administration Officer
Angell Job Corps
Civilian Conservation Center
Star Route N. Box 900
Yachats, Oregon 97498
(503) 547-3137

JOB CORPS

Job Crops is a federally funded residential program designed to help young people who are out of school, unemployed or under-employed by training in needed job skills. Those eligible are young men and women who are:

* Over 16 and under 22 years of age
* Out of school
* Out of work and without job skills
* Able to benefit from training
* A permanent resident of the United States

Based on an entrance evaluation of individual abilities and needs, the Corps member is placed in basic education, as needed, and in vocational training for one of 160 occupations. The programs are designed particularly for youths who have never had the opportunity to experience proper success in school or in the world of work.

Job Corps provides enrollees with the additional education, training, or intensive counseling required to meet one of four recognized objectives:

1. To secure and hold meaningful employment
2. To participate successfully in regular school work
3. To qualify for other training programs
4. To satisfy Armed Forces requirements

Currently, Job Corps provides training for youth in centers which are located in thirty-one states and the Commonwealth of Puerto Rico. All Job Corps Center programs emphasize education, skill training, and employment after completion.

NORTHWEST JOB CORPS CENTERS

There are five Job Corps Centers in the Northwest to serve young men and women from this four state area (Alaska, Idaho, Oregon, Washington). The centers are:

* ANGELL JOB CORPS CENTER is located 120 miles southwest of Portland, Oregon. It serves both men and women and has a current enrollment of 196.

* CURLEW JOB CORPS CENTER is located about 150 miles northwest of Spokane in the state of Washington. Curlew has a male enrollment of 194.

* FOR SIMCOE JOB CORPS CENTER is located 45 miles southwest of Yakima, Washington, on the Yakima Indian Reservation. It has a male enrollment capacity of 200.

* PORTLAND JOB CORPS CENTER is situated in Portland, Oregon. It serves both men and women and has an enrollment of 275.

* TONGUE POINT JOB CORPS CENTER is located in Astoria, Oregon. This center serves both men and women and has an enrollment capacity of 460.

The Job Corps was created to give young men and women a fresh start and a new beginning. It ties together realistic educational and job training experiences with personal commitment to build a better future.

The Job Corps leads to jobs. Ninety percent of the young men and women who complete Job Corps either go to work at good jobs, return to school to complete their education (including college), or join the military.

The success of the Job Crops is based on this mixture of on-the-job training, job related education, the tie-in with the construction unions, and placement assistance which is provided after completion of the program.

UPWARD BOUND PROGRAM

Ramon Chacon, Director
Upward Bound Program
Waldo Hall 343
Oregon State University
Corvallis, Oregon 97331
(503) 754-4681

Madeline Jepson, Director
Upward Bound Program
Linfield College
PO Box 477
McMinnville, Oregon 97128
(503) 472-4121

Roberta Nickels, Director
Upward Bound Program
U.C. Box 686
Pacific University
Forest Grove, Oregon 97116
(503) 357-8169
In Portland, call toll-free
648-5630 Ext. 275

Pearl Hill, Director
Upward Bound Program
107 Friendly Hall
University of Oregon
Eugene, Oregon 97403
(503) 686-3501

Armando Laguardia, Coordinator
Upward Bound Program
Portland State University
PO Box 751
Portland, Oregon 97207
(503) 229-4010

UPWARD BOUND

Upward Bound is a program to help high school students from low-income families develop the academic skills and motivation necessary for successful completion of high school and post-high school training.

Anyone who meets the following qualifications is eligible:

* Currently enrolled in high school as a sophomore or junior
* Comes from a low-income family
* Interested and motivated in pursuing post-high school training

Students spend part of the summer at the university or college campus in classes and experiences designed to enhance academic and personal development. They live together in a dormitory and have counselors who care about them and their development.

Classes are very small in size and relaxed in atmosphere. Teachers attempt to provide a positive classroom experience that will help students improve their self-image, academic skills and social effectiveness.

Upward Bound classes successfully completed can be given credit by the local high schools. Students are free in the afternoons, evenings and weekends to participate in planned recreational activities and field trips.

When students return to their local high schools they maintain close contact with Upward Bound counselors who visit them regularly. Students receive:

* Counseling for personal and academic problems
* Tutoring for difficult classes
* Help with financial aid and college admission
* Career counseling
* Class reunions
* A monthly check

Upward Bound does serve certain schools and areas.

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